



BRITISH  
COLUMBIA

Performance Plan  
2000/2001 – 2002/2003

**Ministry of  
Education**

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### ***Minister's Message***

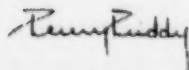
I am pleased to introduce the Ministry of Education Performance Plan for 2000/01 – 2002/03.

British Columbians have traditionally recognized the importance of Kindergarten-to-Grade 12 (K-12) education in providing students with the foundation necessary to succeed as adults in society. To this end, the ministry continues to work with its partners in education to develop and implement initiatives that further government's priorities for education.

Government has hired more teachers and embarked on significant class size and portable reduction initiatives designed to improve student learning and provide more individual attention to students in their youngest years, in facilities conducive to learning. To date, government has hired more than 900 new teachers as part of this important initiative. Government also has a major provincial school construction plan underway to build the new schools and classrooms required. British Columbia continues to be a national leader in education funding.

This Performance Plan outlines how the ministry will work to improve the effectiveness, efficiency, and equity of K-12 education and improve public confidence in and support for K-12 education.

Sincerely,



Penny Priddy  
Minister of Education

## ***Introduction***

The Ministry of Education is responsible for the province's K-12 education system. The purpose of this Performance Plan is to articulate significant activities for 2000/01 – 2002/03 which directly support attainment of the ministry's long-term goals and objectives. Those ongoing, core activities of the ministry which do not pertain directly to the achievement of the ministry's long-term goals and objectives are not described in the Performance Plan because the purpose of the plan is to identify those strategies and activities which specifically support the ministry's goals and objectives. Nevertheless, the ministry's ongoing, core activities are integral to the fulfillment of the ministry's mission.

The plan is primarily intended for use by ministry staff, although it also communicates the ministry's strategic direction and activities to interested members of the public.

## ***K-12 Education System***

### **Legislative Mandate**

The Ministry of Education has specified duties and powers under the *School Act*, *Independent School Act*, and the *Teaching Profession Act*.

### **Public School System**

The public school system consists of 60 school districts responsible for operating 1,800 schools and providing an education to almost 614,000 students in classrooms and almost 17,000 students in continuing education.<sup>1</sup> The government of British Columbia provides full financial support for public schools.

Locally elected school boards have legislated duties to ensure that schools provide students with opportunities for a quality education, set education policies that reflect the aspirations of the community consistent with overall provincial guidelines, and govern their districts and schools in accordance with specified powers in a fiscally responsible and cost-effective manner.

Public schools have the primary responsibility for students' intellectual development, and a shared responsibility with families and communities for students' human and social development, and career development.

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<sup>1</sup> All figures used in this section are based on 1999/2000 data.

### **Independent School System**

The independent school system, consisting of 356 schools, provides an education to more than 59,000 students. Consistent with the provisions of the *Independent School Act*, the provincial government provides partial financial support for those schools that meet specified standards in a number of areas, including curriculum and teacher certification.

### **Home Schooling**

More than 4,300 students are registered as receiving their education at home. Home-schooled students and their parents have access to education services and resources including assessment, learning materials, and record keeping.

### **Funding**

The Ministry of Education provides an annual operating grant to each of the province's 60 public school districts. For 2000/2001, the grant will total over \$3.75 billion. Of this amount, about \$3.3 billion provides for the operation of the traditional system of students in classrooms being taught the curriculum by teachers. In addition, about \$460 million in targeted funding is provided for learners who have special needs or are Aboriginal. This supplementary funding is intended to improve the success of these students relative to other K-12 students. The ministry will also provide over \$140 million to support eligible independent schools in 2000/2001.

The ministry's budget, described in the table on the next page, is allocated between Ministry Operations and K-12 Education Programs (grants). The K-12 Program Management line of the Ministry Operations budget, which includes salaries and benefits of ministry staff, funds those ministry activities that directly support attainment of the ministry's long-term goals and objectives, as well as other core ministry activities.

	<i>Estimates 1999/2000</i>	<i>Estimates 2000/2001</i>
	----- (\$ millions) -----	
<b><u>Ministry Operations</u></b>		
Minister's Office	0.454	0.441
Management Services (net of recoveries) (supports 2 other ministries and 2 agencies)	15.662	16.178
K-12 Program Management	36.477	36.088
<b><u>K-12 Education Programs</u></b>		
Operating Contributions - Public Schools	3,642.698	3,773.049
School Support Contributions	42.488	42.488
Operating Contributions - Independent Schools	141.655	143.487
Debt Service Contributions - Public Schools	307.900	351.700
Amortization of Prepaid Capital Advances	158.000	173.000
<b><u>Ministry Totals</u></b>	<b>4,345.334</b>	<b>4,536.431</b>
Ministry Information Systems and Other Capital Expenditures	3.065	5.987

### ***Ministry Vision, Mission, and Values***

#### **Ministry Vision**

The ministry is committed to working with school boards, educational organizations, and others to build on the strengths and successes of British Columbia's school system. To this end, the ministry's vision is: *An education system that is measurably the best in Canada.*

## **Ministry Mission**

The mission of the Ministry of Education is to: *Provide leadership, support, and focus to the K-12 education system in British Columbia.* This mission supports the mission for the K-12 education system as set out in the *School Act*:

*The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.*

## **Ministry Values**

The Ministry of Education is committed to conducting its business in accordance with the following values:

- Effectiveness – All students should achieve high standards in intellectual development, career development, and human and social development as a consequence of their K-12 schooling.
- Equity – The benefits that students obtain from their schooling should not be limited by their ascribed characteristics or by the social conditions affecting them outside school.
- Efficiency – Effort should be focused on improving the success and achievement of students and the conduct of education from Kindergarten to Grade 12.

## ***Ministry Core Business and Organization***

### **Ministry's Core Business**

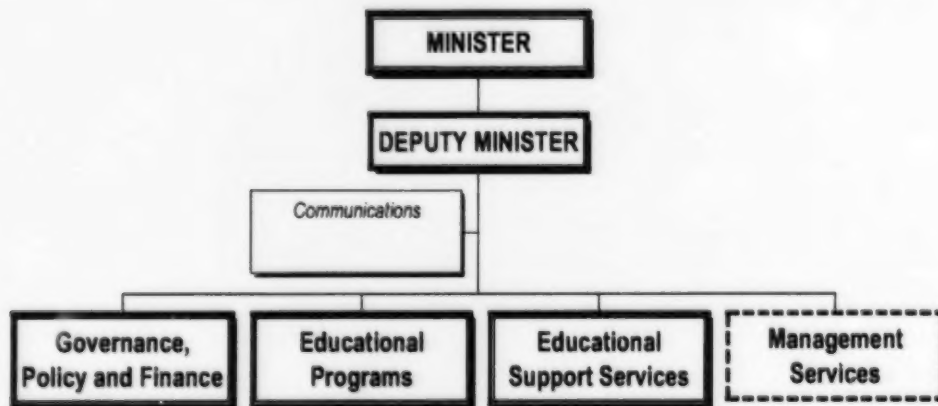
The core business of the ministry is to:

- develop policy and legislation to guide and support the school system;
- establish and communicate standards of what students are expected to learn;
- allocate funds fairly;

- require accountability for results;
- monitor and report system performance in terms of student learning and cost; and
- provide leadership for change.

### Ministry Organization

The ministry has restructured and reduced in size in recent years. The ministry is currently organized into four divisions, three of which have broad responsibilities related to the school system. These three divisions have a total staff complement of approximately 210 full-time equivalents (FTEs), including professional, managerial, and administrative support staff, and an operating budget (excluding salaries and benefits) of about \$18 million.



**The Governance, Policy, and Finance Division** (Operating budget: \$1.67 million, FTEs: 72.8) has responsibility for managing the block funding and capital planning processes, and for providing policy, strategic planning, and legislative support to the ministry. The branches in this division are:

- Governance and Legislation
- Policy, Planning, and Research
- School Finance
- Capital Planning



**The Educational Programs Division** (Operating budget: \$7.53 million, FTEs: 72.5) has responsibility for education program development and liaison with the school system.

The branches in this division are:

- Curriculum
- Special Programs
- Aboriginal Education
- Field Services

**The Educational Support Services Division** (Operating budget: \$8.77 million, FTEs: 64.6) has responsibility for services that support the conduct and evaluation of education programs. The branches in this division are:

- Education Technology
- Data Management and Student Certification
- Student Assessment and Program Evaluation

**The Management Services Division** (Operating budget: \$16.18 million, FTEs: 130) provides management and administrative support to several ministries and provincial government agencies, including: the Ministry of Education; the Ministry of Advanced Education, Training and Technology; the Ministry of Labour; and the Industry Training and Apprenticeship Commission. The branches in this division are:

- Finance and Administrative Services
- Human Resources
- Information and Privacy
- Information Management

### ***Ministry Link to Government Priorities***

The Ministry of Education plays a central part in supporting the government's 2000/2001 strategic priorities of education, health care, family and communities, the environment, and strengthening the provincial economy. Enhanced education and skill levels are positively correlated with increased independence, reduced reliance on social assistance, reduced dependence on the health care system, reduced levels of crime, increased job opportunities, higher future earnings, and overall economic growth.

## ***Environmental Scan***

British Columbia's schools are among the first institutions to experience the effects of societal change. Such change raises complex moral, social, and intellectual challenges, making human and social development, including citizenship, high priorities.

The public continues to look for evidence of quality and value for money in all government-funded programs, including education. British Columbia schools are achieving success in meeting their intellectual, career, and human and social development goals for students. British Columbia consistently ranks highly among the provinces and industrialized countries participating in national and international student assessments and academic competitions in mathematics and science, and its students show satisfactory or better performance compared to students in the rest of Canada in terms of literacy. British Columbia continues to make gains in the retention of students in Grades 8 through 12, although the retention and graduation rates of Aboriginal students and students from poor families, in particular, are of considerable concern.

Despite improvements in overall completion rates, approximately 20% – 25% of British Columbia students do not attain a British Columbia Certificate of Graduation (Dogwood Diploma) in a timely manner, and many of these youths have difficulty finding employment.

While it is not possible for the government or the K-12 education system to resolve all of the problems facing youth in today's economy and society, it is the ministry's view that there is room for improvement. The primary purpose of this Performance Plan is to articulate significant ministry activities to be undertaken in 2000/01 – 2002/03 which directly support attainment of the ministry's long-term goals and objectives described in this document.

## ***Ministry Goals and Objectives***

### **I. Improve the effectiveness, efficiency, and equity of K-12 education**

1. Improve student success and achievement
2. Set policies and standards to clarify expectations for student learning
3. Improve learning conditions/environment for students
4. Maintain an adequate and equitable funding system
5. Improve inter-agency policy and program coordination

### **II. Improve public confidence in, and support for, K-12 education**

1. Monitor and report on the performance of K-12 education to school districts and the public
2. Inform the public about K-12 education in British Columbia

### **III. Develop a responsive and innovative organization to support the attainment of goals I and II**

1. Ensure that, at all levels, ministry staff members are representative of the British Columbia population
2. Ensure that ministry staff members have the resources, tools, training, and support to perform their duties
3. Ensure that ministry resources are aligned with ministry goals and objectives

The tables on the following pages identify, for each of the objectives listed above, strategies/activities which the ministry intends to undertake in 2000/01 – 2002/03 to attain its goals. Key outcomes-based performance measures with desired outcomes are identified for each objective. These measures will be used to monitor success in achievement of the objectives.

# **MINISTRY GOAL**    Improve the effectiveness, efficiency, and equity of K-12 education

**Objective #1**            Improve student success and achievement

## **Strategies/Activities**

- Implement class size reduction
- Expand the number of career technical centres
- Expand secondary school apprenticeship and industry training programs
- Expand career program offerings
- Increase the use of external course credit, equivalency, challenge, independent directed studies, advanced placement opportunities, and dual credit
- Strengthen and focus Aboriginal education initiatives
- Expand the number and scope of education technology initiatives
- Rationalize and expand the delivery of adult education programs
- Review special education programs and recommend ways that they may be improved
- Rationalize correspondence programs and distributed electronic learning programs

## **Key Performance Measures/Desired Outcomes for this Objective**

- **Foundation Skills Assessment**  
Desired Outcome: *Increased proportion of students achieving an acceptable standard in reading, writing, and numeracy*
- **Duration of time for secondary school completion**  
Desired Outcome: *Maintain or decreased average length of time for completion*
- **School completion/graduation rates**  
Desired Outcome: *Maintain or improved rates*
- **Rate of transition from K-12 to post-secondary education or the labour force**  
Desired Outcome: *Maintain or improved rate*
- **Differences in performance between subgroups of students**  
Desired Outcome: *Decrease performance differences, with a long-term desired outcome of parity*
- **Use of remedial programs**  
Desired Outcome: *Decreased use of remedial programs*

**MINISTRY GOAL** Improve the effectiveness, efficiency, and equity of K-12 education

**Objective #2**

Set policies and standards to clarify expectations for student learning

**Strategies/Activities**

- Review and revise Integrated Resource Packages (curriculum content standards) according to curriculum cycle
- Provide performance standards for Grades K-10 in reading, writing, numeracy and social responsibility
- Review and consolidate existing ministry policy and disseminate to school personnel

**Key Performance Measures/Desired Outcomes for this Objective**

- Content and performance standards are used in classrooms  
Desired Outcome: *Increased teachers' use of content and performance standards*
- Consolidation of ministry policy  
Desired Outcome: *Comprehensive ministry policy index published on the web*

**MINISTRY GOAL** Improve the effectiveness, efficiency, and equity of K-12 education

**Objective #3**

Improve learning conditions/environment for students

**Strategies/Activities**

- Implement Safe Schools initiatives
- Implement behavioural support strategy
- Develop and implement diversity policy
- Expand the number and scope of education technology initiatives in the province
- Implement portable reduction strategy
- Build new schools and additions, and undertake major capital renovations

**Key Performance Measures/Desired Outcomes for this Objective**

- Physical environment measures:
  - proportion of students in portables
  - average remaining life of the current school inventory
  - m<sup>2</sup>/student  
Desired Outcome: *Improved performance*
- Psycho-social environment measures:
  - student feelings of safety in school
  - school-related drug/alcohol use
  - incidents of harassment, violence, or bullying  
Desired Outcome: *Improved performance*

**MINISTRY GOAL** Improve the effectiveness, efficiency, and equity of K-12 education

**Objective #4**

Maintain an adequate and equitable funding system

**Strategies/Activities**

- Conduct an annual review of the funding formula
- Ongoing national and international comparisons with BC's education funding

**Key Performance Measures/Desired Outcomes for this Objective**

- National and international comparisons of education funding  
Desired Outcome: *BC's education funding compares favourably with other jurisdictions*

**MINISTRY GOAL** Improve the effectiveness, efficiency, and equity of K-12 education

**Objective #5**

Improve inter-agency policy and program coordination

**Strategies/Activities**

- Review and revise interministry protocols and other agreements
- Evaluate success of Memorandum of Understanding on Aboriginal Education
- Identify Ministry of Education initiatives with cross-ministry implications
- Obtain intergovernmental agreements on information sharing for on-reserve status Aboriginal students

**Key Performance Measures/Desired Outcomes for this Objective**

- Coordination among education and non-education agencies  
Desired Outcome: *Improved coordination*

**MINISTRY GOAL**

**Improve public confidence in, and support for, K-12 education**

**Objective #1**

Monitor and report on the performance of K-12 education to school districts and the public

**Strategies/Activities**

- Implement Foundation Skills Assessment
- Implement refined accreditation process
- Evaluate student and system performance
- Develop and improve performance indicators
- Monitor satisfaction of public, parents, educators, students, and others (e.g., employers, post-secondary instructors)
- Produce and distribute an annual report
- Report to school districts, schools, and the public about annual assessments
- Improve standard reports

**Key Performance Measures/Desired Outcomes for this Objective**

- Satisfaction of general public, parents, educators, students, and others with student and system performance  
Desired Outcome: *Improved satisfaction rating*
- School district and public access to, and acceptance/use of, K-12 performance reports  
Desired Outcome: *Improved access, use, and acceptance of performance reports*

**MINISTRY GOAL**

**Improve public confidence in, and support for, K-12 education**

**Objective #2**

Inform the public about K-12 education in British Columbia

**Strategies/Activities**

- Produce *Better Learning* magazine three times per school year, and distribute to parents of students in the public education system
- Disseminate "Education Facts at a Glance" twice monthly September to June
- Use television and radio to inform public about school-related initiatives
- Support "Live Violence Free" youth anti-violence campaign
- The minister communicates with the general public about Ministry of Education initiatives

**Key Performance Measures/Desired Outcomes for this Objective**

- Polls, surveys, and focus tests of parents of K-12 students and the public  
Desired Outcome: *Improved awareness about and support for K-12 education in BC*



**MINISTRY GOAL**    **Develop a responsive and innovative organization to support the attainment of goals I and II**

**Objective #1**

Ensure that, at all levels, ministry staff members are representative of the British Columbia population

Strategies/Activities	Key Performance Measures/Desired Outcomes for this Objective
<ul style="list-style-type: none"><li>• Promote increased representation of under-represented groups through recruitment, selection, and retention programs</li><li>• Ensure that ministry staff welcome and value diversity</li></ul>	<ul style="list-style-type: none"><li>• Overall representativeness of staff composition Desired Outcome: <i>Maintain or improved representativeness of staff composition</i></li><li>• Composition of new hires Desired Outcome: <i>New hires adequately represent the population served</i></li></ul>

**MINISTRY GOAL**    **Develop a responsive and innovative organization to support the attainment of goals I and II**

**Objective #2**

Ensure that ministry staff members have the resources, tools, training, and support to perform their duties

Strategies/Activities	Key Performance Measures/Desired Outcomes for this Objective
<ul style="list-style-type: none"><li>• Establish and promote an effective performance management process</li><li>• Develop and implement an employee development and succession plan</li><li>• Implement information systems plan (to replace the ministry's outdated information systems and technology infrastructure)</li></ul>	<ul style="list-style-type: none"><li>• Adequacy to staff of resources, tools, training, and support to perform their duties Desired Outcome: <i>Optimize adequacy of resources, tools, training, and support</i></li></ul>



**MINISTRY GOAL**    **Develop a responsive and innovative organization to support the attainment of goals I and II**

**Objective #3**        **Ensure that ministry resources are aligned with ministry goals and objectives**

Strategies/Activities	Key Performance Measures/Desired Outcomes for this Objective
<ul style="list-style-type: none"> <li>• Adopt a performance-based planning approach to allocating resources</li> <li>• Align the ministry's research, data collection, and analysis capability with the demands of the Performance Plan</li> <li>• Monitor and report on achievement of Performance Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry allocation of human and financial resources to achieve goals and objectives using annual performance-based planning Desired Outcome: <i>Sufficient resources allocated to strategies and activities to achieve goals and objectives</i></li> </ul>